



DIFFERENTIATION ACADEMY SESSION IV



COMMUNITY BUILDING ICEBREAKER



Find the Fib

Tiered Activities In Summary

Things in Common:

- Same concept benchmark
- Whole class activity/intro
- Some activities in the tasks may be the same



Differences in:

- Challenge of the task
- Complexity of the activity
- Final product

All tiers should:

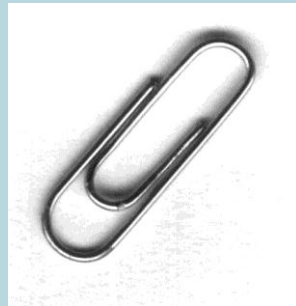
- Build understanding
- Challenge students
- Be interesting and engaging
- Be “respectful”
- Have an appropriate and manageable number of tiers
- Practice flexible grouping



HOMEWORK

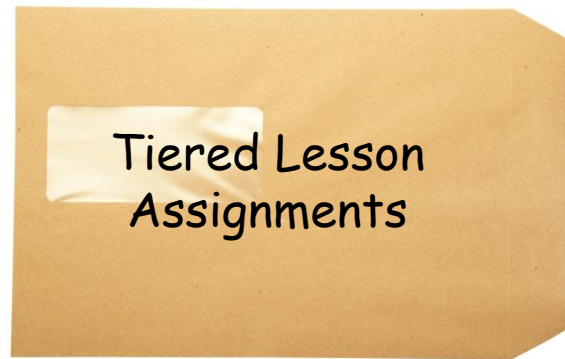
- ❑ Create and implement a tiered assignment
- ❑ Bring a copy of the assignment and assessment to our next session and *be ready to share out.*

PEER REVIEW - TIERED ASSIGNMENTS



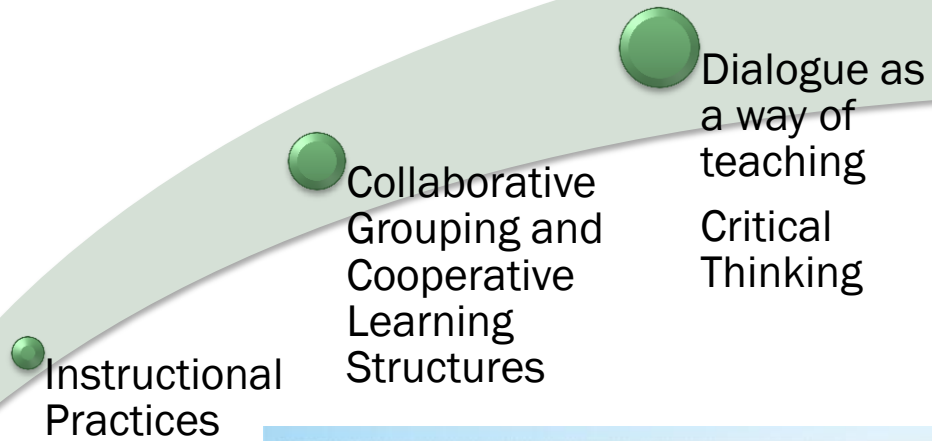
COLLECTION:

Place homework assignments
in collection folders~



TODAY'S SESSION:

Differentiation



HOW DIVERSE IS YOUR CLASSROOM IN TERMS OF:

Cognitive abilities

**How students value
learning**

Confidence
in learning

Gender
influences

LEARNING PACE

Cultural/ethnic
influences

Readiness

Learning styles

Socioeconomic and family characteristics

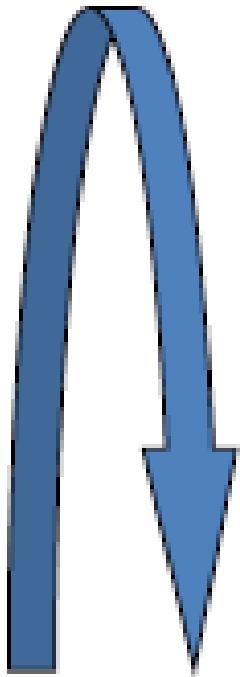
Differentiation is changing the pace, level, or kind of instruction in response to a learner's needs, styles, and interests.

Diane Heacox



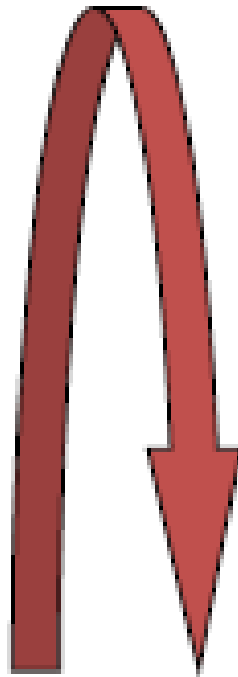
What's the Point?

Readiness



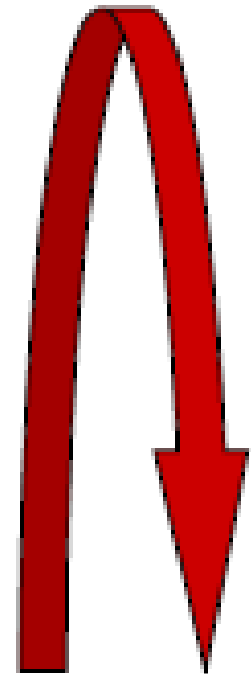
Growth

Interest



Motivation

Learning
Profile



Efficiency

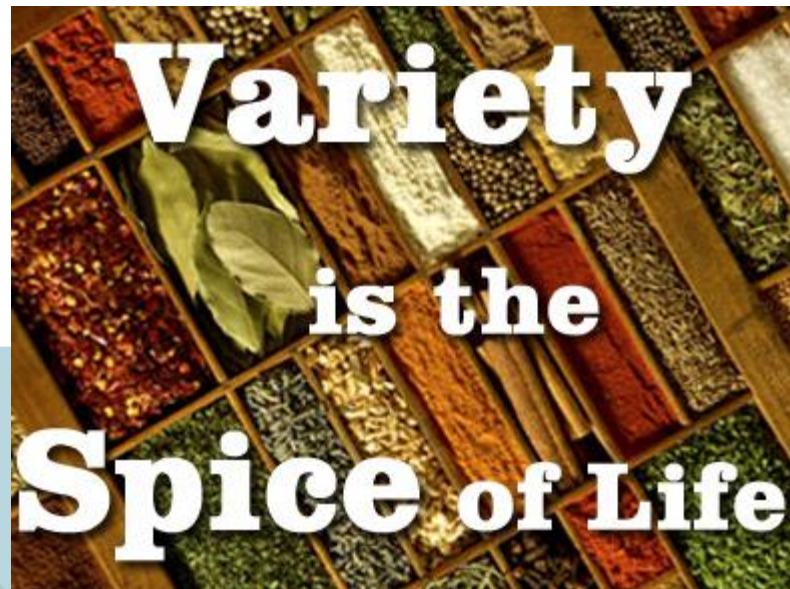
Carol Ann Tomlinson

http://www.caroltomlinson.com/Presentations/Amherst_Elementary.pdf

BE INTENTIONAL!

DON'T RELY ON COINCIDENCE

Use a Variety of Instructional Strategies



DIRECT INSTRUCTION

Possibilities include:

- ◆ Structured Overview
- ◆ Lecture
- ◆ Explicit Teaching
- ◆ Drill and Practice
- ◆ Compare and Contrast
- ◆ Didactic Questions
- ◆ Demonstrations
- ◆ Guided and Shared: reading, listening, viewing, thinking



INDIRECT INSTRUCTION

Possibilities include:

- ◆ Problem Solving
- ◆ Case Studies
- ◆ Reading for Meaning
- ◆ Inquiry
- ◆ Reflective Discussion
- ◆ Writing to Inform
- ◆ Concept Mapping
- ◆ Concept Formation
- ◆ Concept Attainment
- ◆ Cloze Procedures



INTERACTIVE INSTRUCTION

Possibilities include:

- ◆ Debates
- ◆ Role Playing
- ◆ Panels
- ◆ Brainstorming
- ◆ Peer partner learning
- ◆ Discussions
- ◆ Laboratory Groups
- ◆ Think, Pair, Share
- ◆ **Cooperative Learning Groups**
- ◆ Jigsaw
- ◆ Problem Solving
- ◆ Structured Academic Controversy
- ◆ Tutorial Groups
- ◆ Interviewing
- ◆ Conferencing



HOW IMPORTANT IS COOPERATIVE LEARNING?



KEY POINTS FROM THE FOLLOWING SEGMENT...

Think - Ink - Pair - Share

THINK



INK



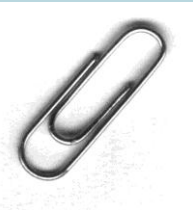
PAIR



SHARE



Think-Ink-Pair-Share



INTERACTIVE INSTRUCTION –

Cooperative Learning:



KEY POINTS FROM THE FOLLOWING SEGMENT...

Think - Ink - Pair - Share

THINK



INK



PAIR



SHARE



Think-Ink-Pair-Share

Interactive Instruction

Cooperative Learning



Teambuilding

Classbuilding

Mastery



Thinking Skills

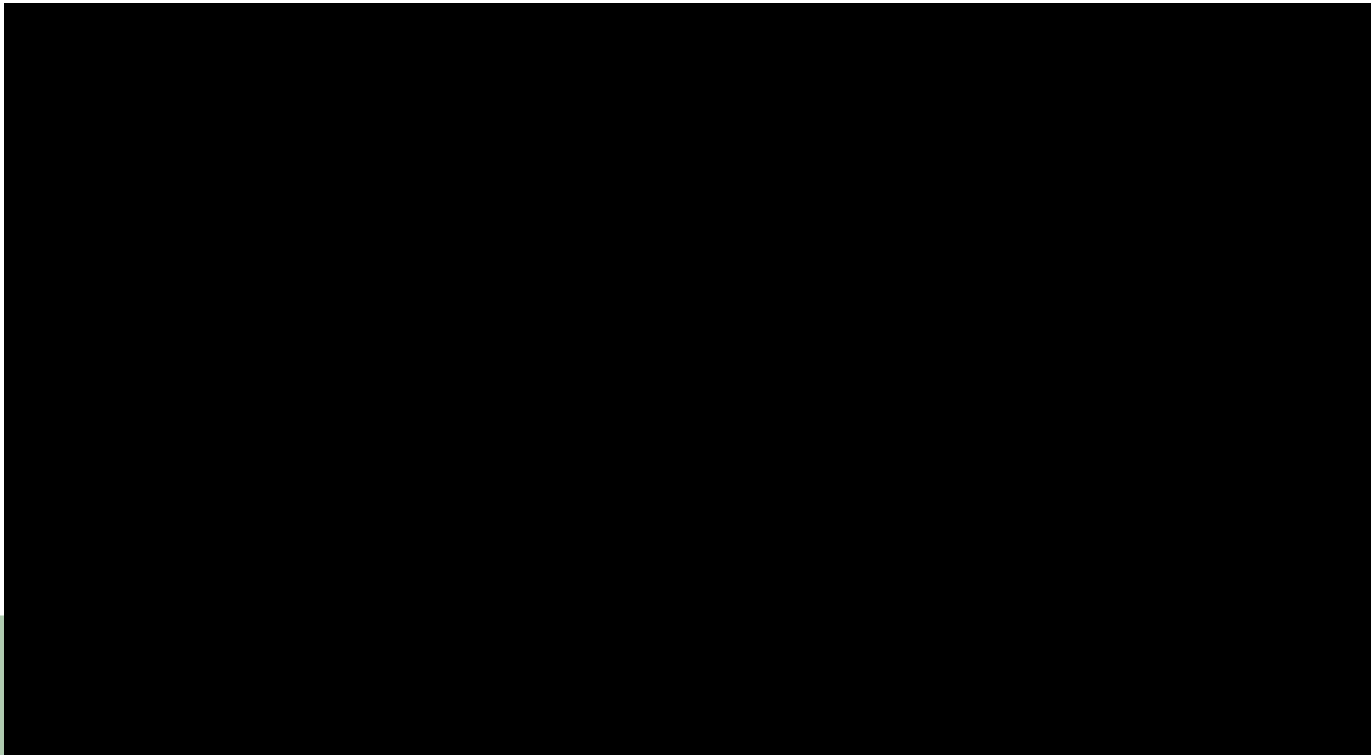
Communication Skills

Information Sharing

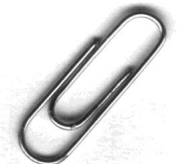


6 Cooperative Domains

STRATEGIES FOR GROUPING STUDENTS FOR INSTRUCTION



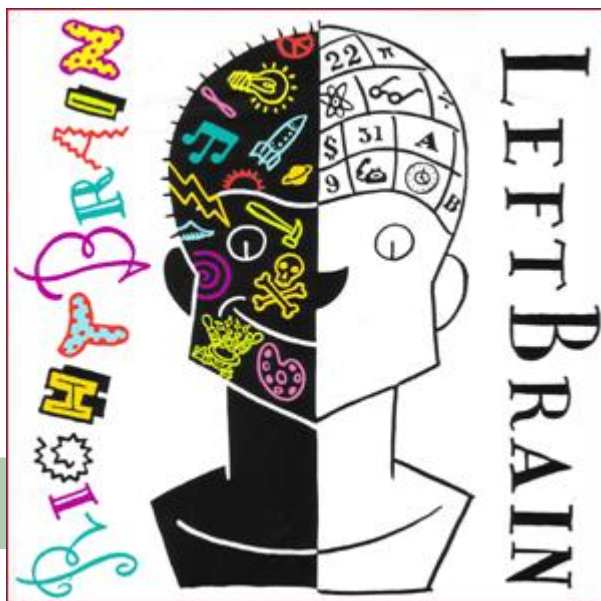
52 COOPERATIVE LEARNING STRUCTURES



3:00

Brain

Break



3 – Minute Buzz



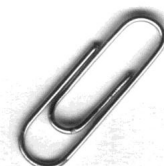
Something you've seen that affirms your thinking



An idea new to you



Something you're uncertain about



High Quality Curriculum

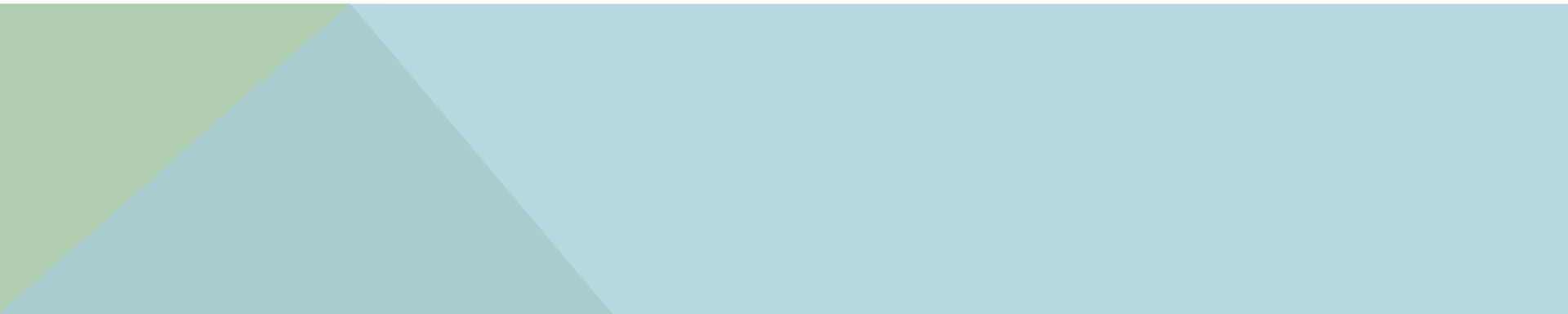


The Sky's the
Limit!

Structured Discussion
Techniques
that Promote
Higher Level Thinking
Through dialogue

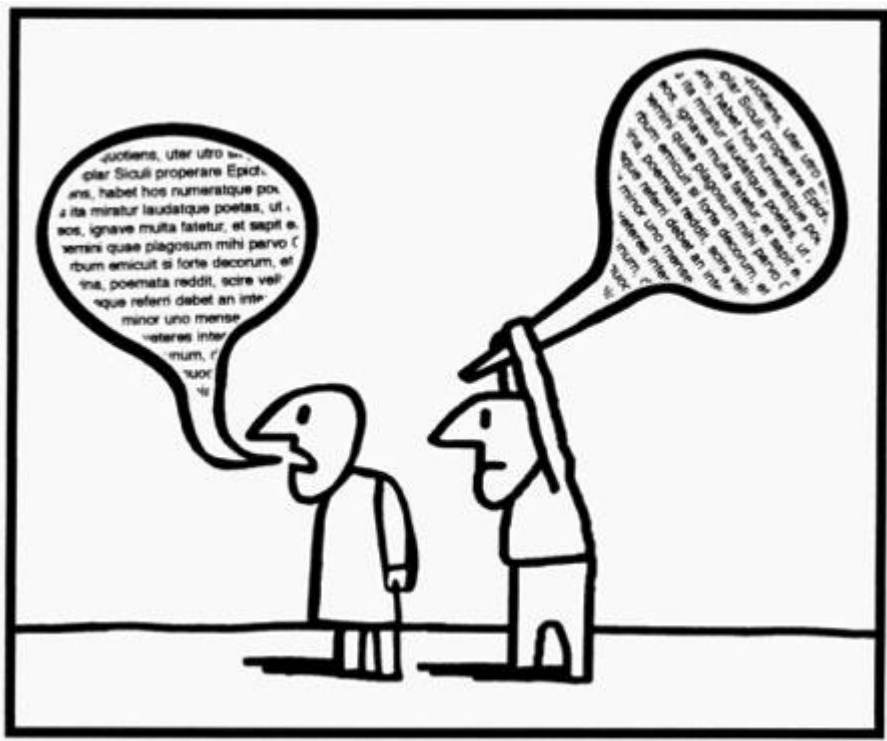
Don't let them hit a ceiling!

What's the difference
between dialogue and
debate?

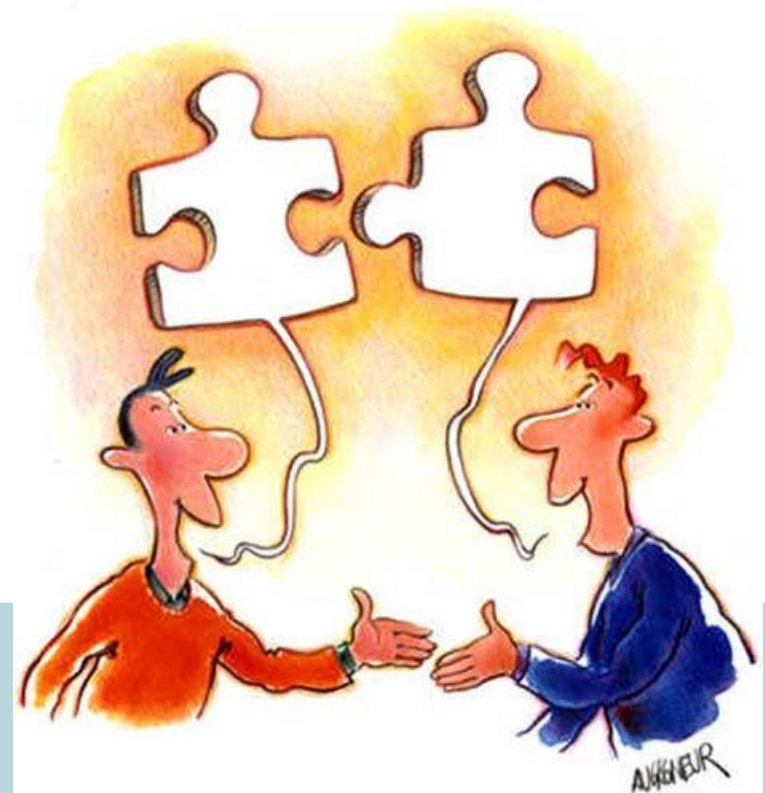


DIALOGUE- THE ART OF THINKING TOGETHER

DEBATE



DIALOGUE



Common Claims

for Dialogue



Diversity of Perspectives

Awareness of, and Tolerance For, Ambiguity or Complexity

Recognize and Investigate Their Assumptions

Attentive, Respectful Listening

Appreciation for Continuing Differences

Intellectual Agility

Connected to a Topic

Respect for Students' Voices and Experiences

Processes and Habits of Democratic Discourse -

Students as Co-creators of Knowledge

Clear Communication

Learning

Empathic to others' Views and Feelings
and Integration

WHY DIALOGUES FAIL

- UNREALISTIC EXPECTATIONS
- UNPREPARED STUDENTS
- NO GROUND RULES
- REWARD SYSTEMS ASKEW
- NO TEACHER MODELING



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DEBONO'S SIX HAT THINKING

Free Photoshop PSD file download
Resolution: 1280x1024 px
www.psdgraphics.com



Dialogue technique that leads to deeper thinking

EDWARD DEBONO:



FOR HIGHER LEVEL THINKING, PUT ON YOUR THINKING HATS!



The White Hat calls for information known or needed. "The facts, just the facts."



The Yellow Hat symbolizes brightness and optimism. Under this hat you explore the positives and probe for value and benefit.



The Black Hat is judgment - the devil's advocate or why something may not work. Spot the difficulties and dangers; where things might go wrong. Probably the most powerful and useful of the Hats but a problem if overused.



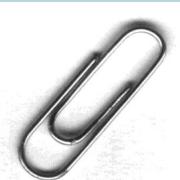
The Red Hat signifies feelings, hunches and intuition. When using this hat you can express emotions and feelings and share fears, likes, dislikes, loves, and hates.



The Green Hat focuses on creativity; the possibilities, alternatives, and new ideas. It's an opportunity to express new concepts and new perceptions.



The Blue Hat is used to manage the thinking process. It's the control mechanism that ensures the Six Thinking Hats® guidelines are observed.



OVERVIEW OF PROCESS



SIX THINKING HATS IN ACTION!



Year
Round
School


STRUCTURED DIALOGUE TECHNIQUE



SOCRATIC QUESTIONING
SOCRATIC SEMINAR

What is Socratic Questioning

Named for Socrates (ca. 470-399 B. C.), the early Greek philosopher/teacher, a Socratic approach to teaching is based on the practice of **disciplined, rigorously thoughtful dialogue.**



SOCRATIC METHOD- FOR INSTRUCTION



UGA Law School



WHY USE SOCRATIC QUESTIONING?

MODEL SCIENTIFIC PRACTICES OF INQUIRY



SUPPORT ACTIVE, STUDENT-CENTERED LEARNING

FACILITATE INQUIRY-BASED LEARNING

HELP STUDENTS TO CONSTRUCT KNOWLEDGE

HELP STUDENTS TO DEVELOP PROBLEM-SOLVING SKILLS

IMPROVE LONG-TERM RETENTION OF KNOWLEDGE

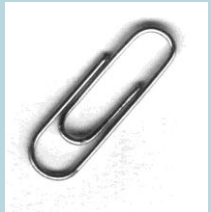
(C.F., **TOOLS FOR TEACHING** BY BARBARA DAVIS)

A TAXONOMY OF QUESTIONS



Questions that Probe Reasons and Evidence		
Questions of Clarification	Questions that Probe Assumptions	Questions that Probe Reasons and Evidence
What do you mean by ____?	What are you assuming?	What would be an example?
What is your main point?	What is Jenny assuming?	How do you know?
How does ____ relate to ____?	What could we assume instead?	Why do you think that is true?
Could you put that another way?	You seem to be assuming _____. Do I understand you correctly?	Do you have any evidence for that?
Is your basic point ____ or ____?	All of your reasoning depends on the idea that _____. Why have you based your reasoning on ____ instead of ____?	What difference does that make?
What do you think is the main issue here?	You seem to be assuming _____. How do you justify taking that for granted?	What are your reasons for saying that?
Let me see if I understand you; do you mean ____ or ____?	Is that always the case? Why do you think the assumption holds here?	What other information do you need?
How does this relate to our problem/discussion/issue?	Why would someone make that assumption?	Could you explain your reasons to us?
What do you, Mike, mean by this remark? What do you take Mike to mean by his remark?		Are these reasons adequate?
Jane, can you summarize in your own words what Richard said? . . . Richard, is this what you meant?		Why do you say that?
Could you give me an example?		What led you to that belief?
Would this be an example, . . .?		How does that apply to this case?
Could you explain this further?		What would change your mind?
Would you say more about that?		But, is that good evidence for that belief?
		Is there a reason to doubt that evidence?
		Who is in a position to know that is true?

Socratic Method

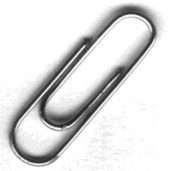


Questions about Viewpoints or Perspectives	Questions that Probe Implications and Consequences	Questions about the Question
<p><i>The term "imply" will require clarification when used with younger students.</i></p> <p>What are you implying by that?</p> <p>When you say _____, are you implying _____?</p> <p>But, if that happened, what else would happen as a result? Why?</p> <p>What effect would that have?</p> <p>Would that necessarily happen or only possibly/probably happen?</p> <p>What is an alternative?</p>	<p>How can we find out?</p> <p>What does this question assume?</p> <p>Would _____ ask this question differently?</p> <p>How could someone settle this question?</p> <p>Can we break this question down at all?</p> <p>Is this question clear? Do we understand it?</p> <p>Is this question easy or hard to answer? Why?</p> <p>Does this question ask us to evaluate something? What?</p>	

Possible topics



SOCRATIC METHOD IN THE CLASSROOM



K now the answers you want

O pen ended questions

P araphrase student's responses

S ummarise contributions (preferably visually)

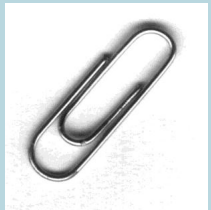
A dd your own points

1. .Socratic Method- Part 1

2. Socratic



DEEPER LEVEL LEARNING SOCRATIC SEMINARS



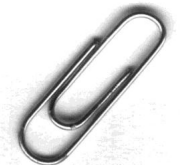
EXPERIENCING THE PROCESS



THE ROAD NOT TAKEN

Two roads diverged in a yellow wood
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;
Then took the other as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that, the passing there
Had worn them really about the same,
And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.
I shall be telling this with a sigh
Somewhere ages and ages hence;
Two roads diverged in a wood, and I—
I took the one less traveled by,
And that has made all the difference.

ROBERT FROST

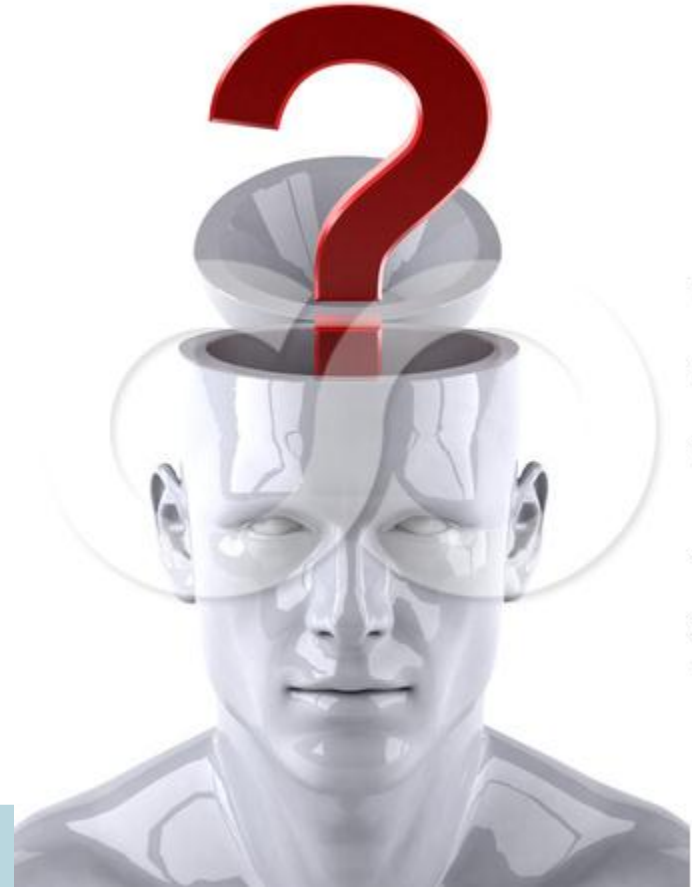


LEARNING AUDIT:

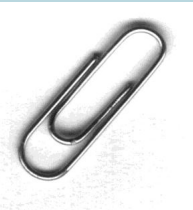
What do you know now
about differentiation that you
didn't know before tonight?

What can you do now in
your classroom that you couldn't
do before our session?

What can you teach someone
else to know or do now that you
couldn't teach them before our session?



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The best learning environment is like a good cafeteria. It not only affords the essential staples but also offers a large variety of choices to satisfy individual tastes. This allows children to discover their natural interests, proclivities, and special talents.

Jensen 1998

Leadership for Differentiating Schools and Classrooms. page 26



Homework for our last session!

**RESPECT
THE BRAIN**



**BUILD
THE MIND**

1. Infuse one or more *new Cooperative Learning Strategy/s* with your students.
2. Choose a topic and have the students discuss it using *DeBono's Socratic Questioning* and/or *Socratic Seminar*

Next Meeting...
Monday, April 16th

